Lesson Plan Template (REVIEW)

Grade: 2nd	Subject: Social Studies
Materials: Poster paper, Utensils, SS books, Images of communities, List of groups	**Technology Needed:** Computer, Smart Board

Instructional Strategies:

- ☑ Direct instruction
- ☑ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☑ Visuals/Graphic organizers
- ☐ PBL
- ☑ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☑ Large group activity
- ☐ Independent activity
- ☑ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
  Explain:
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Standard(s)

2.3.2 Identify community businesses and workers, and the goods and services they provide (e.g., restaurant/food, service station/gas, salon/haircut)

Objective(s)

Before being able to identify community businesses they will need to be able to define a community; so, by the end of the lesson students will be able to identify what a community is and the different types of communities by creating a representation of the community they are assigned and discussing what is found in each community.

Bloom's Taxonomy Cognitive Level: Synthesis

Differentiation

Below Proficiency: For students below proficiency allow another student to give them advice and directions on what do in the group project. (Assign them a smaller task)

Above Proficiency: For students above proficiency have them create their own poster and present themselves or have set things for them to do in the group.

Approaching/Emerging Proficiency: This lesson tailors to the students that are approaching/emerging proficiency.

Modalities/Learning Preferences:

Visual: Visual learners will be able to see the different visuals I display throughout the lesson and view the directions on the board.
Auditory: Auditory learners will be able to listen to the book and my directions.
Kinesthetic: Kinesthetic learners will be able to move where they want to create their project.

Classroom Management- (grouping(s), movement/transitions, etc.)

The students are expected to stay in their desks as we discuss what communities are and read out of the book. When I assign them to their group and let them gather around the room they are expected to find a spot quietly where they won't be distracted. When the groups are presenting they will stand up at the front of the class in front of the smartboard.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

The students are expected to be engaged throughout my lesson and participate in their groups while they are creating their poster. If the noise level gets to loud or the students aren't cooperating with their group members and I have to remind them more than once, I will have the students sit at their desk and write a paragraph on communities.

Minutes	Procedures
2	**Set-up/Prep:** Have the social studies book ready to go, print off image examples of communities, have poster size papers, know which groups have what communities, have supplies for students.
3	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Generate Questions: I need all eyes and ears of me, so we can begin. We're going to talk about communities today. Does anyone know what a is community is? • A group of people living in the same place Do we live in a community? What kind of community? What would you find in a community? • People • Houses • Businesses We are going to learn about the different kinds of communities.
20	**Explain: (concepts, procedures, vocabulary, etc.)** Have everyone open up their social studies books to the correct page. Everyone needs to follow along because I am going to call of people to read. Call on students to read. Walk around to make sure everyone Is following along. Stop and give examples of pictures after going over each community.

	Use Bismarck and Lincoln as examples.
	Ask for understanding questions:
	• Why would you want to live in an urban area?
	• What would you find in an urban area?
	• What the difference between a suburb and city?
	• Why would some families rather live in suburbs than a city?
	• If you want to have animals, why would living in a rural community be best?
	• Where would farmers live?
	Go through 12 pictures of either rural, urban, or suburban community examples on the smartboard and have the students infer what type of community each picture is displaying.
	Make connections throughout reading-use local towns as examples.
	Explain to the students what they are going to do by discussing and righting the directions on the board:
	Alright now we are going to do an activity and I am going to group you up.
	Your group will be assigned one type of community.
	So you will either be doing a suburb, rural, or urban community, not all three.
	Your group is responsible for making a poster of what your community looks like.
	So, you have to include what you would find in an urban, rural, or suburb community.
	At the top of your page I want you guys to put the type of community you are doing and the definition.
	(Show example)-use the definition in the book-your example should have a lot more detail than this.
	I don't want you guys to rush and do a sloppy job but if you aren't helping your group and goofing around I'll make you do your own and present it yourself.
	You can use your book and my images to help you create your poster.
	I am going to assign you your groups and the community that you will be making a poster on.
	You guys are going to want to put a lot of effort into it and make it really nice because you're going to be presenting it to the rest of the class.
	So that means drawing with PENCIL BEFORE you use markers or crayons.
	This is a group project that means everyone needs to work together on it.
	If you can't work nicely with your group members or if you are too loud, I will have you sit back at your desk and you will write a paragraph about it for me instead and create your own poster.
	The noise level should not be louder than a 2.
30	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	After I group you I want you guys to grab a big piece of paper at the back table and the coloring utensils you want to use.
	The first group is:
	Group 1: Rural Community
	Tenley
	Jiana
	Julius
	Jessa
	Group 2: Urban Community
	Mary
	Kenidee
	Elliot
	John
	Group 3: Suburb Community
	Evan
	Julia
	Marcella
	Sam
	Group 4: Rural
	Isabella
	Collin
	Mady
	Jack
	Get into your groups and start working.
	Have groups sketch a drawing first.
	Stop into groups and see how their progress is coming.
	Ask groups what they are including in their visual.
	Remind groups they need their community type and definition at the top.
	Keep students on task.
	Document their progress.
10	**Review (wrap up and transition to next activity):**
	Wrap up:

Have all of the students stand in their groups.
Tell the students they need to say what community they have.
What they included in the poster and why they included it.
Where they got the ideas from.
Why their examples fit in their poster.
Have group 1 begin and go through to group for.
Allow for questions.
Compare both rural communities posters.
Explain that I had two groups do rural communities because they are the type of community we live in.
Do we see these things portrayed in your poster every day? Why or why not?
What do we see in our community?
Grade on effort, neatness, and presentation.
Have students hand the posters in and get ready for the next class.

Formative Assessment: (linked to objectives)
   Progress monitoring throughout lesson- clarifying questions, check-
Throughout me explain I am asking clarifying questions. I will have the students give me a thumbs up or a thumbs down to make sure everyone is on the same page and understands communities.
   in strategies, etc.
For a formal assessment have the students do a 3-2-1 exit slip. Each student will be expected to complete this exit slip individually. The will need to write 3 things they learned about communities, 2 things they thought was interesting from the lesson, and 1 thing they can take away from it. Each question will be worth one point.

   Consideration for Back-up Plan: Go back and explain the communities more and give more visuals.

Summative Assessment (linked back to objectives)
   End of lesson:
For a summative assessment have the students create a presentation/PowerPoint on everything they learned about communities in the chapter. The students will work on this individually and present individually when they are finished. I will create a rubric to score the students presentations.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
To improve this lesson for next time I would include an explanatory video in the engage section. These students really focus and enjoy when technology is involved. During the explore part, next time I will include more examples of the communities and what is found in each by asking them and allowing them to come up with their own thinking. Creating an interactive game on the different communities and using it on the smartboard will add to the lesson in the explain section. Writing the directions on the board was a good visual to use for the students. They referenced back to this list during their group work. I will not place Juius and Jessa in the same group due to goofing around and excess talking. Splitting these students up will eliminate distraction. After I present the directions I will ask for a thumbs up or thumbs down to make sure everyone understands what they are supposed to be doing. Before letting them gather into their groups I will hand each group a "sloppy copy" to put their planning on. When each group is presenting have them stand up at the front of the class and remind them to use good presentation skills. This includes speaking loudly, clearly, and looking at the audience. Each student has to say something about the poster. Making these changes to the lesson will enhance students' performance and interest.